



Program Year 2019 Integrated English Literacy & Civics Education Grant Continuation/Competitive Application (Request for Application)

Statement of Purpose

The Indiana Department of Workforce Development (“DWD”) is committed to the continuous provision of adult education (“AE”) services, which provide Hoosiers with the knowledge, skills, and abilities necessary for employment, next level careers, and postsecondary education and training.

DWD is soliciting applications/proposals for adult education grant funds from programs that received funds as part of the PY16 Integrated English Literacy & Civics Education (“IELCE”) grant process. DWD desires to fund programs requesting a minimum of sixty thousand dollars (\$60,000.00) that:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that—
 - a. Are necessary to becoming full partners in the educational development of their children; and
 - b. Lead to sustainable improvements in the economic opportunities of their families;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English Language Learners (“ELLs”) in—
 - a. Improving their—
 - i. Reading, writing, speaking, and comprehension of skills in English; and
 - ii. Mathematics skills; and
5. Can deliver the above (1-4) within the context of Integrated English Literacy and Civics Education.

29 U.S.C. §3271

1. Integrated English Literacy and Civics Education

The Workforce Innovation and Opportunity Act (“WIOA”) Title II [§203(12)] authorizes the funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and to acquire both the basic and more advanced skills necessary to function effectively as parents, workers, and citizens of the United States. These services include:

1. Academic instruction in literacy and English language acquisition—reading, writing, speaking, and comprehending;
2. Instruction on the rights and responsibilities of U.S. citizenship and civic participation¹; and
3. Workforce training.

For a program to receive funding for IELCE under WIOA [§243] *it must*:

1. Prepare adults who are English Language Learners (ELLs) for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;
2. Assist English Language Learners in achieving competency in English reading, writing, speaking, and comprehension;
3. Lead to a secondary school diploma (“HSD” – high school diploma) or its equivalent (“HSE” – high school equivalency);
4. Lead to ELLs entering postsecondary education or training; and
5. Offer adult education instruction in combination with integrated education and training (“IET”).

¹ This is a statutory requirement of the WIOA Title II [§203(12)]. By accepting IELCE funding awarded as a result of this continuation grant process, applicant organizations acknowledge that any IELCE curriculum will include instruction on the responsibilities of U.S. Citizenship and civic participation.

2. Adult Education and Literacy Activities

WIOA Title II [§201.203] defines adult education and literacy activities as:

1. Programs, activities, and services that include adult education, literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

3. Integrated Education and Training Activities

WIOA [§134(C)(3)(D)] defines integrated education and training as:

1. A service approach which provides adult education and literacy activities **simultaneously** and **contextually** with workforce preparation activities and workforce training for a specific occupational cluster.

Previous Integrated English Literacy & Civics Grant History

The PY WIOA Title II IELCE grant continuation is open to all programs that received IELCE grant awards as part of the PY16 or PY17 grant process. The exercise of grant renewals will be made on a program-by-program basis. Renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant, to meet performance expectations, and to provide value to the community. DWD reserves the right to hold new competitive grant competitions. Funds allocated for IELCE will be allocated at the state level.

Applicants that have received grant awards as part of Indiana's PY16 or PY17 IELCE Grant process **are not** guaranteed funding as a result of this grant competition.

Eligible Applicants

Only organizations that received AE funding for PY18 are eligible for funding as a result of this grant process. An organization **must** be (1) an “eligible provider” as defined by Title II of the Workforce Innovation and Opportunity Act (WIOA) **and must** have “demonstrated effectiveness” providing adult education and literacy activities. To be an “eligible provider” the applicant organization must be one of the following [§463.20]

- a) A local education agency;
- b) A community-based organization;
- c) A volunteer organization;
- d) An institution of higher education;
- e) A public or private nonprofit agency;
- f) A library;
- g) A public housing authority;
- h) A nonprofit institution not described in any of the subparagraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individualsⁱ;
- i) A consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (a) through (h);
- j) A partnership between an employer and an entity described in any of the subparagraphs (a) through (i).

If the nature of the applicant organization has changed since the first awarding of AE funds through a WIOA Title II grant such that it no longer fits the above definition of “eligible provider,” it is the responsibility of that organization to immediately inform DWD.

Demonstrated Effectiveness

WIOA Title II [§203.5] mandates that eligible providers **must** be able to demonstrate past effectiveness in providing adult education and literacy activities to eligible individuals. As part of the grant application narrative (**Consideration III**) applicant organizations **must** complete and submit the attached demonstrated effectiveness documentation.

WIOA Performance Metrics

WIOA Title II [§116] states that programs receiving WIOA Title II funding will be measured for effectiveness in the following areas:

1. Measurable Skill Gains;
 - a. Educational Functioning Level Gain; and
 - i. Measured by pre-posttest;
 - ii. Completion of Carnegie units;
 - iii. Entry into postsecondary;
 - b. Secondary diploma or equivalent;
2. Credential attainment;
3. Employment rate;
4. Median earnings; and
5. Effectiveness in serving employers.

Performance accountability measures are used by the U.S. Department of Education's Office of Career, Technical, and Adult Education ("OCTAE") to assess the state's effectiveness at achieving positive outcomes for learners, and by DWD to assess the effectiveness of individual WIOA Title II funded programs within Indiana. OCTAE uses past performance and continuous improvement requirements to negotiate performance accountability targets with DWD on an annual basis.

Federal Performance Targets

Indiana's negotiated federal WIOA Title II performance indicators for PY2019 are as follows:

Indiana Performance Targets	
Educational Functioning Level (EFL)	Federal Individual Targets 2019-2020
ABE Level 1	51%
ABE Level 2	51%
ABE Level 3	51%
ABE Level 4	51%
ABE Level 5	51%
ABE Level 6	51%
ESL Level 1	51%
ESL Level 2	51%
ESL Level 3	51%
ESL Level 4	51%
ESL Level 5	51%
ESL Level 6	51%
Overall Targets	51%

Indiana Performance Targets

WIOA Title II performance indicators for the coming program year were completed with OCTAE and are listed in the chart. Indiana exceeded performance indicators in the prior program year, and new state performance indicators in the future will likely be much higher. The state's performance expectation for grantees for 2019-2020 will be set at a uniform sixty-four percent (64%).

Funding

Grant Period

DWD will award integrated English language and civics education grants for a period of one (1) year (July 1, 2019 through June 30, 2020).

Right to Re-Compete

DWD reserves the right to a hold new, competitive, IELCE RFA.

Granting of Funds to Other Entities

DWD will allow the organizations awarded funds as a result of this grant process to pass said funds to non-grantee service providers ("sub-grantees"), subject to the approval of DWD. Applicants with sub-grantees should familiarize themselves with WIOA Title II [§116] and the Uniform Guidance documentation.² The grantee will assume all responsibility for the performance of their sub-grantee(s). This includes, but is not limited to, ensuring that sub-grantees follow DWD policies and that the sub-grantees are in compliance with all applicable state and federal laws. Grantees will also be responsible for the monitoring of their sub-grantee(s) data and performance.

Maintenance of Effort

For DWD to maintain the federally required maintenance of effort ("MOE"), grantees are required to contribute a local match. This MOE can include, but is not limited to, the following:

1. Any non-federal or non-state dollars used to provide adult education and literacy activities;
2. In-kind contributions to adult education and literacy activities such as:
 - a. Infrastructure and facilities costs;
 - b. Utilities costs;
 - c. Custodial services;
 - d. Copying and printing costs; and
 - e. Phone, internet, or other technology costs;
3. The cost of staff time spent in providing adult education and literacy activities either:
 - a. Volunteered; or
 - b. Paid from non-federal and non-state funds

² See the Super Circular 2, SFR Part 200, WIOA Title II. Recoverable here: https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Americans with Disabilities Act

In accordance with the Americans with Disabilities Act (“ADA”), state law, and DWD equal opportunity policy³, it is required that any recipient of WIOA Title II funds through this grant process provide reasonable accommodations to all qualified individuals (employees, students, and clients) with disabilities, unless that accommodation would represent an undue burden to the grantee in the exercising of their responsibilities to deliver adult education and literacy activities. Accepting an award as a result of this RFA is an acknowledgment that the grant recipient is in compliance with the above ADA statement.

General Education Provisions Act

Applicants requesting WIOA Title II funding as part of the PY2019 AE grant process are required to acknowledge their compliance with the General Education Provisions Act (“GEPA”). Failure to address the GEPA consideration by submitting a plan to ensure equitable access to, and participation in, their WIOA Title II program will result in the non-consideration of the submitted application and a loss of WIOA Title II funding⁴.

Proposal Review and Timeline

Workforce Development Board Review

WIOA mandates workforce development boards (“WDBs”) to coordinate activities with education and training providers within the workforce development area (“WDA”). In accordance with WIOA Title II, this Indiana Adult Education and Family Literacy Act (“AEFLA”) grant solicitation requires WDBs to review all AEFLA applications submitted to DWD from eligible providers that wish to provide services with the WDBs’ local WDA. WDBs will review these applications to determine if the applications align to, and are consistent with, local plans. Upon completing the review the local WDB will submit a recommendation to DWD, which may involve requests for changes to an applicant’s proposal of services so that said services will better align with local plans.

In the event that an applicant submits an application seeking funds in areas covered by multiple WDBs, each WDB will review the applicant’s proposal separately.

Timeline

The chart below shows the timeline established by DWD for this RFA.

Event	Date
RFA Issued	Friday, February 22, 2019
RFA Questions Due	Monday, March 4, 2019
RFA FAQ Released	Friday, March 8, 2019
RFA/Grant Application Submission Deadline	Monday, April 1, 2019 5:00 PM EST (GMT - 5)
Award Decisions Issued	Early May, 2019

³ <https://www.in.gov/dwd/files/2016-09.pdf>

⁴ There are no allowable exceptions to this requirement.

DWD Contact Information

Position	Name	Email
DWD Adult Education Grants Manager	Scott Mills	smills1@dwd.in.gov
Grants Coordinator	Donna Lovelady	dlovelady@dwd.in.gov
Application and RFA Question Submission		
AdultEd@dwd.in.gov		

Application

Basic Instructions

All applications for the PY19 IELCE grant submitted to DWD must:

1. Use 12pt font;
2. Be double spaced;
3. Be submitted electronically; AND
4. Be complete:
 - a. Part I: Program information and cover sheet (**embedded in the narrative submission**);
 - b. Part II: Narrative:
 - i. demonstrated effectiveness data attachment (submitted separately);
 - ii. GEPA consideration/plan (submitted separately as a .pdf or .doc document);
 - iii. Narrative responses to considerations **I –XV**;
 - c. IELCE partnership attachment (submitted separately);
 - d. Itemized budget (submitted separately)
 - e. Signed administrative cap waiver;⁵ AND
 - f. Assurance document;

Completed applications (including all attachments) must:

1. **Be placed** in a single zip folder using the following naming convention:
 - a. **“Program Name PY19 IELCE RFA”**
2. Submitted electronically to DWD’s AE inbox (AdultEd@dwd.in.gov);
3. **Submitted to DWD no later than Monday, April 1 2019, 5 PM EST (GMT – 5)**

⁵ Ibid.

Application Notes:

1. Failure to submit all completed attachments will be grounds for non-consideration of an application for grant funding; AND
2. All narrative questions and sections of the grant application that apply to an applicant must be completed. Failure to answer relevant narrative questions or to complete a relevant section of the grant application will be used as grounds for non-consideration of an application for grant funding;
 - a. Failure to address the GEPA consideration and submit a GEPA plan will result in the non-consideration of a grant application;⁶
3. Exceeding the maximum allowable length in the narrative section of the application will not count against an applicant; HOWEVER
 - a. Any information provided on pages in excess of the allowable length will not be considered;
4. Applications submitted after the submission deadline will not be considered.⁷

Part I: Program Information and Cover Sheet

This application/proposal is for the delivery of adult education and literacy activities to WIOA Title II eligible individuals. The grant award is a single year award and is contingent on the reallocation of state and federal funds.

Fill in the applicant organization's information in the tables provided. The tables should be embedded at the beginning of the applicant's narrative response document.

Name of Organization	Address	Phone Number	Contact Email
Fiscal Agent (If Different)	Address	Phone Number	Contact Email
Fiscal Agent Contact	Address	Phone Number	Contact Email
Agent of Record (If Different)	Address	Phone Number	Contact Email
Grant Contact	Address	Phone Number	Contact Email

⁶ In compliance with federal law (WIOA Title II and GEPA), failure to submit a GEPA plan must result in a denial of WIOA Title II funds to the applicant.

⁷ No exception to this requirement will be made unless the applicant contacts DWD prior to the submission deadline and DWD provides the applicant with written approval for a late grant application submission. DWD reserves the right to deny all exception requests.

1. Indicate the category of eligible provider the applicant organization falls under (place an X in the left hand column).

	Local education agency
	Community-based organization of demonstrated effectiveness
	Volunteer literacy organization of demonstrated effectiveness
	Institution of higher education
	Public or private non-profit
	Library
	Housing authority
	Employer/entity partnership
	Nonprofit institution not described above
	Consortium of the agencies, organizations, institutions, libraries, or authorities described above.

Indicate the number of eligible individuals the applicant organization intends to serve.

Number of Individuals Intended to Serve
Total IELCE funds requested

Itemized Budget Attachment

1. Complete and submit the itemized budget attachment for the period of the AE grant. Be sure you complete all parts of this document. When you have completed this attachment replace “PROVIDER NAME” with the name of the applicant organization in the file name. E.g. completed itemized budget attachments should be saved and submitted in the following format: **PROVIDER NAME_IELCE ITEMIZED BUDGET_PY19_RFA.**

Annotated Partnership Attachment

2. Complete and submit itemized budget for the period of the adult education grant using the attached file. When you have completed this attachment put the name of the applicant organization *before* IELCE. E.g. completed partnership attachments should be saved and submitted in the following format: **PROVIDER NAME_IELCE Partnership_PY19_RFA.**

Waivers and Assurances

3. All programs must submit a signed assurances document. When you have completed this attachment put the name of the applicant organization *at the beginning of the document name*. E.g. completed assurances attachments should be saved and submitted in the following format: **PROVIDER NAME_IELCE Assurances_PY19_RFA**.
4. **If** the applicant organization is seeking an administrative cap waiver, submit a completed and signed waiver document (IELCE Administrative Cap Waiver PY19). When you have completed this attachment put the name of the applicant organization *before* the “ABE.” E.g. completed waiver attachments should be saved and submitted in the following format: **PROVIDER NAME_ABE Grant Administrative Waiver_PY19_RFA**.

GEPA Attachment/Plan

§427 of the GEPA requires:

Each applicant for assistance under an applicable program to develop and describe in such applicant’s application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation based on gender, race, color, national origin, disability or age.

5. All programs must attach a description of the steps the applicant organization proposes to take to ensure equitable access to, and participation in, its federally assisted program⁸ (.pdf or .doc format). Once completed the GEPA attachment should be saved and submitted using the following naming conventions: **PROVIDER NAME GEPA PY19⁹**.

⁸ Application for any type of funds which will be awarded as a result of this RFA qualifies the applicant as a deliverer of a federally assisted program.

⁹ In accordance with federal law, failure to attach a GEPA plan to an applicant’s RFA submission will result in the non-consideration of the submitted application. This will result in a denial of a funding award as part of this RFA.

Part II: Narrative

In the narrative section all applicants must:

- a. Provide the above described cover page and tables (for application portions 1 – 5) embedded at the top of the application narrative;
- b. Be double spaced;
- c. Use 1 inch margins; AND
- d. Must clearly indicate the consideration and question being answered;¹⁰
- e. Not to exceed length maximum
 - i. Thirty five (30) combined pages in length while answering narrative questions related to considerations I-XV;

Application Instructions Summary

Once the applicant is prepared to submit all the application documents should be checked to ensure completeness and that the proper naming conventions were utilized. These documents should be placed in a single compressed folder which uses the following naming convention: **PROVIDER NAME IELCE RFA PY19**. This folder is then to be submitted to DWD by no later than 5 PM EST (GMT – 5) on Monday, April 1 2019.

Below is listed the individual items that **must** be included in the submitted application, the format of the document, and the naming conventions that should be used:

1. Program narrative (including program description and coversheet): **PROVIDER NAME IELCE Narrative PY19;**
2. GEPA attachment (.doc or .pdf): **PROVIDER NAME GEPA PY19;**
3. Itemized budget attachment (use the template provided): **PROVIDER NAME_IELCE ITEMIZED BUDGET_PY19_RFA;**
6. Annotated partnership list (use the template provided): **PROVIDER NAME_IELCE Partnership_PY19_RFA;**
4. Assurances attachment (use the template provided): **PROVIDER NAME_IELCE Assurances_PY19_RFA;** AND (if applicable)
5. AE administrative costs waiver (use template provided): **PROVIDER NAME_IELCE Grant Administrative Waiver_PY19_RFA**

¹⁰ Applicants can choose to enter the whole text of each consideration and question, or can chose to use the following format: roman numerals for the consideration followed by the question number under that consideration. E.g. consideration one (1) question two (2) would be recorded as follows: **1.2**

Considerations

Consideration I

- (1) The degree to which the eligible provider would be responsive to:
- a. Regional needs identified in the local workforce plan; and
 - b. Serving individuals in the community who are identified as most in need of adult education and literacy activities, including individuals:
 - i. Who have low levels of English literacy; or
 - ii. Who are English language learners.

Questions:

1. Describe how the applicant continues to identify those who are in need of adult education and literacy activities in the communities served by the applicant. Be specific and discuss any demographic analysis utilized by the applicant for that purpose.
2. Describe the applicant's outreach activities during 2018-2019. Explain the applicant's planned outreach activities for 2019-2020.

Consideration II

- (2) The ability of the eligible provider to serve eligible individuals with disabilities, including those with learning disabilities:**

Questions:

1. Describe how the applicant identifies eligible individuals with learning disabilities¹¹ and persistent barriers to employment.
2. Explain how the applicant has met, and plans to meet, the needs of eligible individuals, including individuals participating in IOO distance education, with disabilities, learning disabilities, and persistent barriers to employment. The applicant must address all three.

¹¹ Note that the TABE test is not an approved test for identifying learning disabilities in students.

Consideration III

- (3) Past effectiveness in improving literacy of eligible individuals, to meet state adjusted levels of performance for the primary indicators of performance, especially to eligible individuals who have low levels of literacy:**

Questions:

1. Attach the applicant's completed demonstrated effectiveness worksheet.
 - a. Applicants for IOO distance education funding should be sure to complete the IOO section
2. In the narrative section of this application, describe what this data indicates and how it demonstrates the effectiveness of the applicant in providing adult education and literacy activities.

Consideration IV

- (4) The extent to which the eligible provider demonstrates alignment between proposed activities and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners:**

Questions:

1. Describe the applicant's relationship with the one-stop partners in the communities it serves:
 - a. Describe how the applicant has worked with the one-stop partners to ensure the efficient delivery of adult education services to eligible individuals.

Consideration V

- (5) Whether the eligible provider's program:**
- a. **Is of sufficient intensity and quality, and is based on the most rigorous research available so that participants achieve substantial learning gains; and**
 - b. **Uses instructional practices that include the essential components of reading instruction.**

Questions:

1. Describe the applicant's planned enrollment and class schedule for eligible individuals participating in Indiana adult education; **IF** the applicant is also applying for IOO funds
 - a. Describe the applicant's planned enrollment and class schedules for eligible individuals participating in IOO distance education.

Consideration VI

- (6) Whether the activities, including reading, writing, and mathematics are based on the best practices derived from the most rigorous research available and appropriate.**

Questions:

1. Explain the research, particularly with respect to improving reading, writing, mathematics, and English language proficient of eligible individuals that is reflected in the applicant's curriculum design. Be specific.

Consideration VII

- (7) Whether the activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how technology, services, and systems lead to improved performance.**

Questions:

1. State whether or not the applicant intends to offer distance education services;
 - a. Explain why the applicant has come to this decision.
2. If the applicant is offering distance education services, describe how the applicant intends to use technology in the delivery of adult education and literacy activities.

Consideration VIII

- 8. Whether the activities provide learning in context, including through integrated education and training, so that the individual acquires the skills needed to transition to, and complete, postsecondary education and training programs, obtain and advance in employment leading to self-sufficiency, and to exercise the rights and responsibilities of citizenship.**

Questions:

1. Describe how the applicant teaches, and intends to teach, career readiness and workforce skills to eligible individuals.
2. Describe how the applicant provides, and plans to provide, career awareness curriculum to eligible individuals.

Consideration IX

- 9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the states, where applicable, and who have access to high quality professional development, including through electronic means.**

Questions:

1. Describe the applicant's minimum requirements for employment used in hiring:
 - a. Instructors;
 - b. Teaching assistants;
 - c. Counselors;
 - d. Life coaches; AND
 - e. Administrators.
2. Describe the applicant's professional development plan for staff involved in the delivery of adult education and literacy activities in Indiana.

Consideration X

- 10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries for the development of career pathways.**

Questions:

1. Attach the completed AE partnerships worksheet;
2. Describe the supports the applicant offers, and plans to offer, to help eligible individuals participating in Indiana adult education meet employment goals so that they are on pathways with sustainable wages;
 - a. And if the applicant is applying for IOO funding, describe the supports the applicant offers, and plans to offer, to help eligible individuals participating in IOO distance education meet employment goals so they are on pathways to sustainable wages;
3. Describe how the applicant utilizes Indiana Career Explorer in adult education instruction.

Consideration XI

- 11. Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local supportive services (such as child care, transportation, mental health services, and career planning) that are necessary for individuals with disabilities or other special needs to attend and complete programs.**

Questions:

1. Describe any supportive services the applicant plans to provide eligible individuals who participate in Indiana adult education; AND
2. Explain how the applicant plans to use other available federal and state resources to ensure eligible individuals participating in Indiana adult education receive the support necessary to ensure completion; AND

Consideration XII

- 12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.**

Questions:

1. Describe how the applicant uses, and plans to use, the InTERS data system;
 - a. Explain how the applicant uses data generated by InTERS to evaluate and improve any services offered to eligible individuals;
2. Describe how the applicant ensures that instructors, administrators, and data entry staff meet state and federal data entry management requirements, including timely data entry and the monitoring of data quality;
3. Describe how the applicant ensures that instructors, administrators, and data entry staff meet state and federal data entry management requirements, including timely data entry and the monitoring of data quality;
 - a. Describe the steps the applicant will take to ensure that grant reimbursements are submitted, at a minimum, on a quarterly basis.

Consideration XIII

- 13. Whether local areas have a demonstrated need for addition English language acquisition and civics education programs.**

Questions:

1. Describe how the applicant measures the need for English language acquisition services in the community it serves; including
 - a. If the applicant does not provide, and does not intend to provide, English language acquisition services, describe how the applicant utilizes, and plans to utilize, partnerships to ensure those services are provided to eligible individuals in need.

Indiana Considerations

Consideration XIV

14. Whether the eligible provider has the capacity to meet DWD's goal of having twenty percent (20%) of program enrolled eligible individuals participating in IETs; and has a strategic plan to:

- a. Develop IET curriculum; and**
- b. Ensure that IET offerings are aligned with the employment opportunities available in the economic development region the IET is offered.**

Questions:

1. Describe the type(s) of IET services the applicant currently offers
2. Describe the capacity of the applicant to offer new, or additional, IET services to those the applicant is currently offering;
 - a. Describe the type(s) of new, or additional, IET services the applicant could provide.
3. Describe the process by which the applicant identified the content of the IET services it currently provides.
 - a. Explain how the applicant ensured the content of its IET services were aligned with the employment demands of the workforce development region(s) said services are offered.

Consideration XV

15. Whether the IET services and training offered by the applicant meets the requirements set forth in WIOA Title II [§134(C)(3)(D)].

Questions:

1. List the IET courses the applicant currently offers.
2. State whether the applicant is currently on-track to meet its IET enrollment goals;
 - a. If the applicant is not on track to meet its IET enrollment goals, the applicant must explain why.
3. List the specific occupation(s) or occupational sector(s) covered by IET services the applicant intends to provide for 2019-2020.
4. Describe the intensity and quality of the adult education and literacy component of:
 - a. The applicant's currently offered IET services; AND
 - b. The applicant's proposed IET services for 2019-2020;
5. Describe how occupationally relevant activities and materials have been, and will be used:
 - a. In the applicant's currently provided IET services; AND
 - b. IET services the applicant intends to provide during 2019-2020;
6. Describe how workforce training activities have been, and will be, utilized in:
 - a. In the applicant's currently provided IET services; AND
 - b. Any IET services the applicant intends to provide during 2019-2020;
7. Describe how the three required components of IET services—adult education and literacy activities, occupational training, and workforce training—are, and will be, taught simultaneously and contextually:
 - a. In the applicant's currently provided IET services; AND
 - b. Any IET services the applicant intends to provide during 2019-2020;
8. Describe how the applicant has, and intends to, utilize external partnerships in the delivery of IET services.

ⁱ **Eligible Individuals** are individuals who are (a) at least sixteen (16) years of age; (b) are not enrolled in, or required to be enrolled in, secondary school under state law; and (i) is basic skills deficient; or (ii) does not have a secondary school diploma (HSD) or its equivalent (HSE); or (iii) is an English language learner.